

# HALLAM FIELDS PRIMARY SCHOOL

## WELCOME TO YEAR 4



**HALLAM FIELDS**  
PRIMARY

Class Teacher: Ms Patel  
Head Teacher: Mrs Sultana

# Year 4 Team



**HALLAM FIELDS  
PRIMARY**

## **Badger Class**

Miss Patel

### **LSA:**

Miss Pellington

Miss Rowlands

Miss Smith

Miss Woreniecka (Miss W)



# Drop off and Pick up



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The start of the day is **8.40am.**

Register and lessons start at **8.55am.**

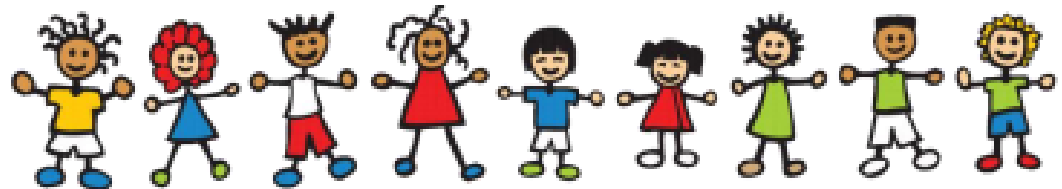
The end of the day is **3.20pm.**

# Attendance



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- Good attendance is vital. If the children are late in the morning they will miss the morning starters.
- The Head teacher of a school is no longer allowed to authorise absences of any kind except in exceptional circumstances.
- Where a child has been absent for a significant time, either through lots of occasional days or one long absence, parents are asked to talk to our Attendance Officer to see what can be put in place to prevent further absences / lates.
- **Attendance below 97%** will trigger a letter home- unless there is a genuine medical reason and it has been authorised by the Head Teacher.



# Expectations



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- As the weather gets colder- please make sure your child has appropriate footwear and a waterproof coat!
  - Wear PE Kit on PE days – **Monday** and **Friday**.
  - Black shorts / black jogging bottoms, red t-shirt, a black/red jumper and suitable trainers. Plain clothing, no brands.
  - Please no jewellery for PE. Earrings to be taped on a PE day or taken out.
  - Water bottles every day.
  - Reading book and reading diary every day.
  - If your child is prone to toileting accidents, please feel free to keep a change of clothes on their peg.
  - We only have the pegs at the back of the classroom so, please, only bring essentials into school.
- \*\* All uniform and belongings must be named – clothing, coats, bags, water bottles... \*\***

# YEAR 4 CURRICULUM



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# Our Topics this year



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**AUTUMN TERM: Forces and Fairgrounds**

**SPRING TERM: The Tudors**

**SUMMER TERM: Inspiring India**

Please feel free to bring in any books and resources. However, please ensure they are named!

# Our curriculum builds character



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**6Rs**    Respect  
            Reflection  
            Resilience  
            Responsibility  
            Resourcefulness  
            Reciprocity



**Creative Curriculum**

**Skills Attitudes**



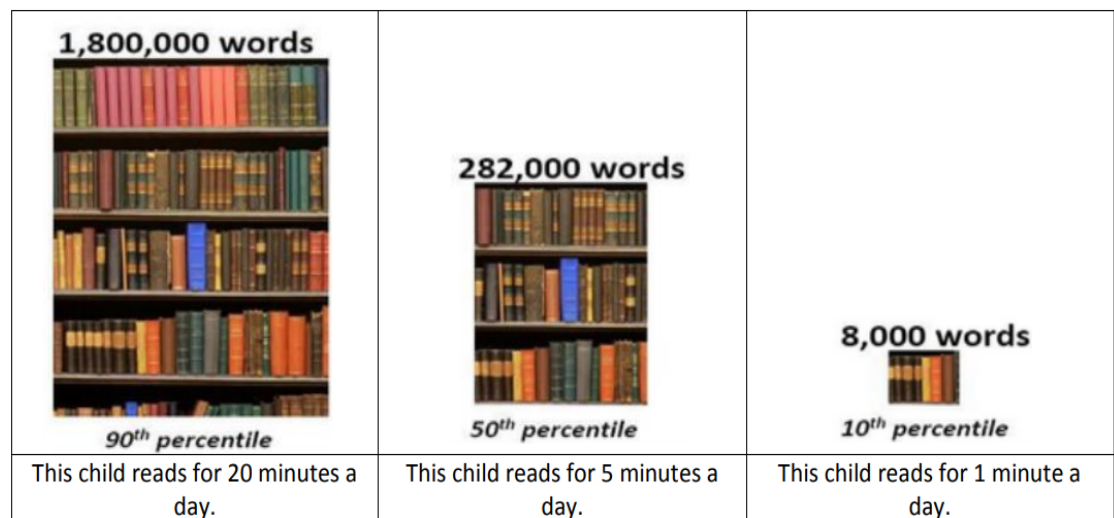
# Reading



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- Reading to and with your child every evening for at least ten minutes can make a dramatic difference to a child's achievement within school.
- A report from the Oxford University Press highlighted the importance of parents reading with their children. 'Children who read outside of class are 13 times more likely to read **above** the expected level for their age'.

**Why should  
you read with  
your child?**



# What can you do to support?



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- Read every night for up to twenty minutes.
- Read to your child. This will help them to understand how to use expression to bring stories to life and develop their own voice as readers.
- Listen to your child read. This helps them to develop their fluency.
- After listening to them, or reading to them, ask them some questions. The discussion you have will be very valuable to their reading development.
- Talk about the meanings of new words.
- Read the same book again and again if you have to!



# Reading Expectations



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- Every children should read for only 10 minutes each day.
- Please record these in their reading record.
- Reading records will need to be brought to school every day- an adult will be checking to see if your child has read.
- When an adult has read with your child in school, you will see a comment in their reading record.
- **Reading Raffle-** This is now running every Friday- Children who read a minimum of 3 times during the week will get a raffle ticket and a chance to win a brand-new book to add to your library at home.



# Writing: Working Towards



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## Writing Mat

Working towards Year 4

**Top Tip:** Use pronouns like **he, she, them** or **they** instead of repeating a name or names.

You need to be organising your writing into **paragraphs** as much as possible. Just make sure each one is about the same theme.

### Which is Witch? Don't Muddle Your Homophones

there/their/they're	your/you're
our/are	accept/except
two/too/to	whether/weather

### Does it All Agree?

Check through your work for:

was/were	is/are
Is your writing in the correct tense?	

### Fantastic Ways to Show Time, Place and Cause in Your Sentences

#### Subordinating Conjunctions

when	before	because
after	while	

#### Prepositions

in	during	because of
over	near	until
above	behind	

#### Adverbs

next	soon	then
therefore		

### Know your Prefixes

un- means not

pre- means before

mis- means wrong

super- means above

re- means again

sub- means under

inter- means between

anti- means against

auto- means self

im/ir/in/il- mean not

### Super Spellings... I need to know many of these:

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

### Punctuation Power!

<b>A</b>	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.
" "	Inverted commas around speech.

### Expanded Noun Phrases: Get Descriptive!

the hideous, fire-breathing dragon with green scales

a magnificent, sparkling necklace with priceless diamonds

# Writing: Expected



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## Writing Mat Expected Year 4

Spellings... I need to know <b>almost all</b> of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Know your Prefixes
un- means not
pre- means before
mis- means wrong
super- means above
re- means again
sub- means under
inter- means between
anti- means against
auto- means self
im/ir/in/il- mean not

**Top Tip:** Use pronouns like **he, she, them** or **they** instead of repeating a name or names.

Front it Out!	
Use fronted adverbials with a comma.	
After the storm,	Running for his life,
Behind the clouds,	All of a sudden,
Before lunch,	Waiting anxiously,

Punctuation Power!	
<b>A</b>	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't..
'	Commas to separate items on a list.
“ ”	Inverted commas around speech.

Does it All Agree?	
Check through your work for:	
was/were	is/are
Is your writing in the correct tense?	

Which is Witch?	
Don't Muddle Your Homophones	
there/their/they're	your/you're
our/are	accept/except
two/too/to	whether/weather

Super Suffixes!		
-ation		
preparation	sensation	
-ous		
courageous	curious	serious
-ly		
gently	angrily	frantically

**Expanded Noun Phrases:  
Get Descriptive!**

the hideous, fire-breathing dragon with green scales

a magnificent, sparkling necklace with priceless diamonds

**Don't forget your paragraphs!**

# Writing: Greater Depth



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## Writing Mat Working Greater Depth Year 4

Spellings... I need to know <b>all</b> of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Super Suffixes!		
-ation		
preparation		sensation
-ous		
courageous	curious	serious
-ly		
gently	angrily	frantically

**Top Tip:** Not only can you use pronouns like **he, she, it** or **they** instead of repeating a name or names but how about other names or titles too?  
Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

### Punctuation Power!

<b>A</b>	Capital letters for the start of sentences, names and places.
<b>.</b>	A full stop at the end of a sentence.
<b>!</b>	Exclamation marks for exclamations or surprise.
<b>?</b>	Question marks for questions.
<b>'</b>	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't..
<b>,</b>	Commas to separate items on a list.
<b>“ ”</b>	Inverted commas around speech.

### Know your Prefixes

un-	means not
pre-	means before
mis-	means wrong
super-	means above
re-	means again
sub-	means under
inter-	means between
anti-	means against
auto-	means self
im/ir/in/il-	mean not

### Front it Out!

Use fronted adverbials with a comma.

#### Time

At that moment,      On Saturday,

#### Place

Over the bridge,      Inside my bedroom,  
Beyond the clouds,      Within the classroom,

#### Frequency

Every few weeks,      Never before,

#### Manner/Behaviour

As quick as a flash,      Breathing heavily,  
Waiting anxiously,      Without warning,

### Expanded Noun Phrases: Get Descriptive!

the ferocious, snarling beast inside the cage  
a magnificent, sparkling necklace with  
priceless diamonds  
the breath-taking, scenic view beyond  
the valley  
the wonderful, talented pupils in Class 9

### Have you...

made your verbs and subjects agree?	was/were	did/done
written in the correct tense and person?		
written in paragraphs?		
included all the features of the genre?		

# Common Exception Words



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## Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	

# Maths



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- We are following the maths mastery curriculum which encourages fluency, reasoning and problem solving. We will introduce concepts by using concrete objects, then build on this concrete approach by using pictorial representations and finally move on to the abstract.
- We will develop the use of maths vocabulary, and we encourage children to answer questions in full sentences. We encourage the children to explain how they have come to a particular answer using precise mathematical vocabulary.

It would be great if you could work on some of these skills at home:

- times tables...all of them
- analogue and digital time
- money
- Understanding the place value of numbers up to 10,000.



# Reminders



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- Messages regarding appointments, collections and medicines must be given at the office. They will then be passed onto the teaching staff.
- For longer discussions, please arrange a time for after school at the office.
- Please ensure your details are up to date, let the office know of any changes.
- Please fill in the form of who is authorised to collect your child.

# Thank you



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Thank you for attending the Year 4 welcome meeting, all information and resources will be available on the school website.

Please take a Common Exception Word sheet as you leave.